CHAPTER 2

THEORETICAL BACKGROUND

2.1. Theories of Multiculturalism

Incorporating culture in foreign-language pedagogy has been the core purpose of the ELT profession particularly since the 1960s. In the 1960s, structural linguistics and anthropologists emphasized the existence of a close relationship between culture and language (Sadeghi & Sepahi, 2017). Because of the close relationship between language and culture, EFL students in Indonesia should not only understand the language in terms of its linguistic aspects, but also the cultural values that are applied.

From the 1990s onwards, Inter-cultural Communicative Competence (ICC) has been the core of attention in FL/SL teaching and learning. Byram (1997) defined ICC as an individual's ability to communicate and interact with members of different cultural communities. The outstanding aim of ICC is to improve learners' cultural awareness to prepare them for culturally appropriate communication with people from other cultures (Crozet & Liddicoat, 2000; Larzen-Östermar K, 2008). With the knowledge of differences and similarities between cultures, learners can foster a positive attitude towards cultural diversities and promote a sense of appreciation and tolerance towards cultural differences.

Based on the experts' definitions, the present study conceptualized multicultural values as values that respect, appreciate, and tolerate the cultures of people from different ethnic, religious, political, economic, social, and cultural backgrounds.

2.2. Textbook in EFL Education

The textbook is one of the instruments that can shape and transfer multicultural values. According to Opoku-Amankwa et al. (2011), textbooks are viewed as ideological message systems for communicating dominant values. More specifically, the textbooks primarily cover a positive self-concept, good health and peace, tolerance, solidarity, social responsibility, respect for life in all its forms, and care for the environment (peace with nature).

The new status of English as the tool to communicate with others in international and intercultural situations requires language learners' intercultural communicative competence (ICC) and cultural awareness to be fostered for the socially appropriate language use (Kim & Park, 2015) Textbook writers need to give instructions and incorporating the activities in the textbook containing the mechanics of language and the awareness of others' cultures.

Evaluating textbooks for cultural features has received due attention by EFL researchers in different learning contexts (Alemi & Jafari, 2012; Hinkel, 1999; Kılıçkaya, 2004; Liu, 2005). However, given a large number of EFL

textbooks available on the market, studies are needed to shed light on the appropriateness of EFL textbooks in representing the cultural dimension of the target language to better prepare EFL learners for culture-related encounters (Sadeghi & Sepahi, 2017).

The present study aims to investigate how multicultural values are represented in the English Textbook by analysing the representation of differences, with this goal, textbooks should promote the enhancement of ICC, which is defined as the ability to understand and interact with people of multiple social identities and with their individuality.

2.3. Representational Meaning in Multimodal Discourse Analysis

This study is inspired by numbers of theories, namely Visual Semiotic (Kress & Van Leeuwen, 1996) Systemic functional linguistics (SFL) (Halliday, 2004), and Systemic Functional Multimodal Discourse Analysis (SFMDA) (O'Toole, 1994: O'Halloran, 2008) to investigate the English textbook entitled Bahasa Inggris: "When English Rings a Bell".

2.3.1. Representational Meaning

Representational meaning is semiotic systems to show the objects, in the context of culture and relations between others outside the representational system (Kress & Van Leeuwen, 1996). Correlates with the internal relations between the participants represent things, and do the

actions as well as the situations of the circumstances. The participants mentioned are divided into two types, namely, represented participants (people, things, and places represented in an image) and interactive participants (people who communicate with each other). The internal relations of visual images are divided into two shapes, namely, narrative and conceptual processes.

a. Narrative process

Narrative process is showing the expansion between actions and events, it is the process of change and the signal the existence of a *vector*. On the other hand, a *vector* is usually formed from an oblique line created by the signified elements (Kress & Van Leeuwen, 1996). Based on the types of *vectors* and the numbers and kind of participants involved, the narrative process is divided into six sub-processes: action process, reactional process, mental or speech process, conversion process, geometrical process, and circumstance.

1.) Action process

Action process is depicted as participants from the *vector* coming from, in part or whole, or itself, types from the *vector* (Kress & Van Leeuwen, 1996). There are two kinds of participants in an action process, namely, the *actor* and the *goal*. The *actor* is the represented participant who comes from the *vector*, or itself, in part or whole,

forms the *vector*, while the *goal* is represented from a participant at

which the *vector* is aimed, also the objective of the action.

Figure 1.1 Example of Action Process (When English Rings a Bells, 2017 p. 116).

Figure 1.1 shows a *vector* representing the action of a boy sweeping the dirty floor, and the *goal* is cleaning the floor, represented by the broom as we can see in this picture. As a result, the viewer is left to imagine what the boy is doing is cleaning the dirty floor by sweeping it.

2.) Reactional process

Reactional process is viewed from the *vector emanations,* depicted by the eye line of the represented participants (Kress & Van Leeuwen, 1996). The process of *Reactional process* is not named *actors*, but as *Reactors,* and not *Goals*, but *Phenomena.*
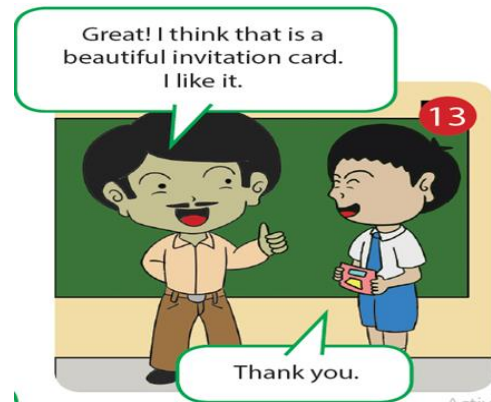
Figure 1.2 Example of Reactional Process (When English Rings a Bells, 2017 p.16)

Figure 1.2 shows two participants that are student and teacher as *actors* in a *transactional action process* in which the invitation card is the *goal* (the student shows his invitation card to the teacher) The whole angle of his body forms a strong *vector* between the two represented *participants*. This process (the student shows the invitation card) then becomes the *phenomenon* of a *reactional structure* in which the teacher is *Reactor* – a *vector*, formed by *participants*. He reacts to the students' action by showing his thumb while showing a smile on his face, illustrating that he likes the students' work.

3.) Speech process and Mental Process

Speech process and *mental process* refer to oblique protrusions of thought balloons or dialogue balloons used to connect human beings (or an animal) with the participant's inner mental process or speech in comic strips (Kress & Van Leeuwen, 1996). The participant that comes from the balloons is called *sensor* (in the case of a thought balloon) or *speaker* (in the case of the dialogue balloon).

Figure 1.3 Example of Speech Process (When English Rings a Bells, 2017 p.14).

In figure 1.3, there is one participant acting as a teacher trying to explain the students' question. The teacher explains in front of students as a *Sensor* or *Speaker* in the *speech process.*

4.) Conversion Process

Conversion process is a process of cycle in fact all the participants, namely, as *relays*, and *agency* is weakly signified (Kress & Van Leeuwen, 1996). This kind of process is called the *conversion*

process, especially used for representations of natural events. For example, food chain diagrams or diagrammatic representations of the hydrological cycle. Therefore, it can also be used to apply for human (inter)action, and when this happens human (inter)actions are represented as a natural process.
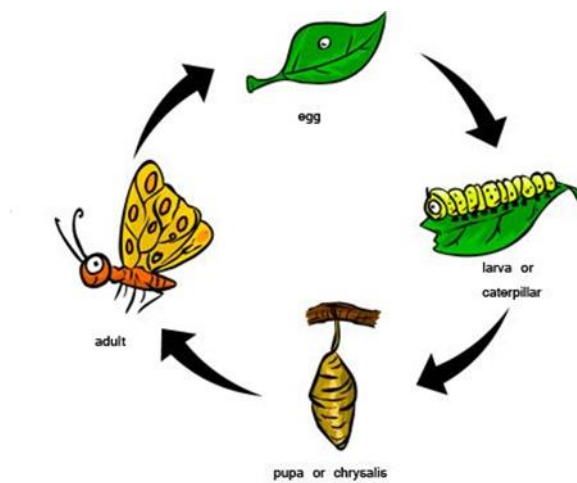

Figure 1.4 Example of Conversion Process of metamorphose

Figure 1.4 indicates the changes of a butterfly's cycle. The cycle is started from the eggs, caterpillar, chrysalis into butterfly, all the participants as relays and the figure is represented by natural events, for instance, diagrammatic representations of the metamorphose system.

5.) Geometrical symbolism

Geometrical symbolism is another communication model. In this process, there is no participant, only a vector, representing

directionality by means of an 'infinity' sign (Kress & Van Leeuwen, 1996).

Figures 1.5 Example of Geometrical Symbolism Communication model (Dance, 1967)

Figure 1.5 shows that Dance's diagram is in fact only a vector model as a 'meta diagram' showing a process in isolation, in order to discuss why helical vectors are more suitable for the representation of communication than, for instance, straight or curved arrows. Dance does this by pointing at the symbolic meanings of intrinsic properties of the helix.

6.) Circumstances

Circumstance is one of the processes of narrative covered by the secondary participant and also circumstances as a way to connect with other participants for a specific participant namely, *setting* (Kress & Van Leeuwen, 1996).
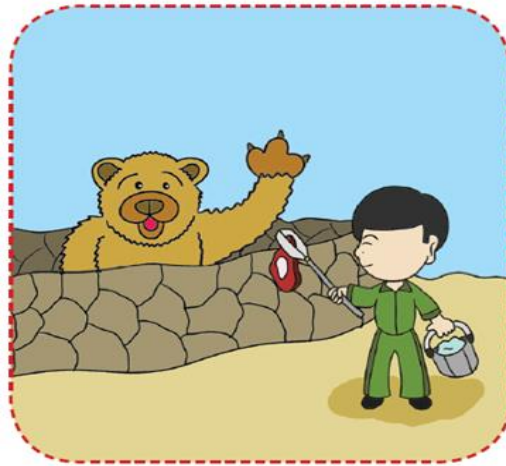
Figure 1.6 Example of Circumstances (When English Rings a Bell, 2017 p.91)

Figure 1.6 shows a zookeeper with a bear at the zoo. There is a *vector* related to participants, where the Zookeeper gives food to the bear. Yet the participants and circumstances are also connected to each other (The zookeeper and the bear) to a specific participant. In such a case will interpret the relation as a *Circumstance* of Zoo keeping. As the picture contains a vector and displays the zookeeper more or less frontally, following the background, interpreted as 'analytical', as the kind of picture more likely to illustrate a picture giving descriptive information about the Zookeeper feeding the bear at the zoo.

b. Conceptual process

Conceptual process is more stable and more general, and it represents participants in terms of types, structure, and meaning (Kress & Van

Leeuwen, 1996). Generally, *conceptual processes* are classified into three sub-categories: classification process, analytical process, and symbolic process.

1.) Classification process

Basically, the *classification process* usually comes from taxonomy, diagram or tree structure. The represented participants are related to each other in terms of taxonomy, for several participants play the part called *subordinates* while at least one other act is called *superordinate*. For the *superordinate* is represented in the image overtly (Kress & Van Leeuwen, 1996).

Figure 1.7 Example of Classification Process (When English Rings a Bell, 2017 p.120)

Figure 1.7 shows two students talking about Dini and Dani, analysing the similarity and difference because they are twins. Dini is a *superordinate*, because as a girl, she said that she was taller and plumper than Dani, who is a *subordinate*, because she was shorter and thinner. The classification processes do not always show a structure as family or other diagrams, but it compares two or more participants by measuring the ages or physical appearance can also be include as a classification process.

2.) Analytical process

Analytical process basically views a part-whole structure of the participant (Kress & Van Leeuwen, 1996). There are two kinds of participants here: carriers which act as the whole and possessive attributes as the parts.

No	Animal	Habitat	Food	Activity	Characteristics
1.	Rabbits	They live in burrows.	They eat carrots.	They hop.	- Rabbits are tame animals. - They have two long ears.
2.					
3.					

Figure 1.8 Example of Analytical Process (When English Rings a Bell, 2017 p.90)

Figure 1.8 analyses the habits of rabbits is an analytical process. The picture of the table shows the habitat, food, activity, and

characteristics of rabbits. The *carrier* of this picture is writings on the table beside the picture as a *possessive* by showing the habits of rabbits to inform the readers or as teaching materials for the readers.

3.) Symbolic process

Symbolic process presents the participants' purposes or symbolizes (Kress & Van Leeuwen, 1996). The participant viewed from nature

or significance in the symbolic relation is called the *carrier*, while the participant who represents the meaning or identity itself is called as an *attribute*.

Figure 1.9 Example of Symbolic Process (When English Rings a Bell, 2017 p. 78)

In figure 1.9, there is a woman wearing a hijab to cover her hair, that makes the characteristics of Muslim women. The represented participant or the woman wearing a hijab is demonstrated in the symbolic relation is the *carrier*, while the hijab which represents the

symbol of muslim women represents the meaning itself which is termed as the *attribute.*

2.3.2. Transitivity system

Transitivity relates to the context of the situation and is connected with the Ideational meaning of semantics. The ideational meaning usually uses language of the people in SFL namely, language meta-function. Transitivity clauses classified into three types (Gerot & Wignell, 1994) such as, Process types, Participant function, and Circumstances.

a. Process types and participant functions

This section is subdivided into six processes, they are material, mental, verbal, behavioural, relational, and existential process:

1.) Material process

Material process is the process of doing and happening (Gerot & Wignell, 1994). This process expresses an idea that a similar entity does something that can be done for several other entities. *Happening* is signified by the participant in an intransitive Material clause and *doing* is signified by the process in a transitive Material clause. There are two types of Participants Functions called *Actor* and *Goal. Actor* is the one that does the need or performs the action, while *Goal* is the one who suffers or undergoes the process.

Here is the example of Material process:

Table 1.1 Examples of Material Processes

Rama	is cutting	the paper
I	did	some research
Actor	**Material Process**	**Range: Scope**

Table 1.2 Examples of Recipient and Client in Material Process

She	gives	a gift	to her mom
Actor	**Material Process**	**Goal**	**Recipient**

The architect	built	An apartment	For his boss
Actor	**Material Process**	**Goal**	**Client**

2.) Mental process

Mental processes are process of sensing (i.e. feeling, thinking, perceiving) According to Gerot and Wignell (1994), in mental process, the participant is called as *Senser* and *Phenomenon.* The

senser is a conscious being, for only the person can feel (affective), think (cognitive), or see (perceiving), thinks, or perceives. Whereas, *Phenomenon* is what we felt, thought, and perceive. Also, this process usually uses in passive and active voice for example:

Table 1.3 Example of Passive and Active Voice in Mental Process

(Passive)

He	understand	the problems
Senser	**Mental Process** **(Cognition)**	**Phenomenon**

(Active)

This project	baffle	me
Phenomenon	**Mental Process** **(Cognition)**	**Senser**

3.) Behavioral process

The behavioral process is one of the processes of physiological and psychological behavior, it is like yawning, breathing, dreaming, snoring, smiling, hiccupping, looking, etc. (Gerot & Wignell, 1994).

This process usually only has one participant in clauses. Here is the example of behavioral process:

Table 1.4 Example of Behavioral Process

He	hiccups	Loudly
Behaver	**Behavioral Process**	**Circumstance**

4.) Verbal process

Verbal process is the process of saying, or more accurately, of symbolically signalling (Gerot & Wignell, 1994). Some verbs used to express the verbal processes are *talk, say, ask, reply, suggest, praise, insult, slander, and flatter.* The process also has three other participants such as: *Receiver:* the person whom the verbalization is addressed; *Target:* one acts upon verbally or a fairly peripheral participant and does not occur with direct or indirect speech, except incidentally; *Range/ Verbiage:* a name for the verbalization itself.

Table 1.5 Example of Verbal Process

Lisa	told	Rosse	a rude joke

Sayer	Verbal Process	Receiver	Range/ Verbiage

5.) Relational process

Relational process includes states of being and having (Gerot & Wignell, 1994). They can be classified according to whether they are being used to identify something or to assign a quality to something. Process which establishes an identity is called *Attributing processes.* Usually, they are classified into three sub-divisions named Intensive, Possessive, and Circumstance.

Table 1.6 Example of Attribute Process

Intensive	Stephanie	is	Pretty
Possessive	Millie	has	a dog
Circumstantial	The party	Will held	On Tuesday, February 25
	Carrier	**Relational**	**Attribute**

Table 1.7 Example of Identifying Process

Intensive	John	is	The smartest student
Possessive	The dog	is	Mary's
Circumstantial	Tomorrow	is	February, 1 2020
	Identified	**Relational**	**Identifier**

6.) Existential process

Existential process is expressed by verbs of existing: be, exist, arise and the existent can be a phenomenon (Gerot & Wignell, 1994). The process has two main forms of grammatical relation, with a copular verb and an empty there as Subject and with a copular verb the *existent* as subject and usually a circumstantial adjunct. For example:

Table 1.8 Example of Existential Process

There	is	a cow	in the garden
	Existential	**Existent**	**Circumstance place**

b. Circumstantial elements

Circumstantial elements consider what viewers use for producing or looking at the different questions to which the circumstances provide answers. Gerot and Wignell (1994) stated that Circumstantial elements are categorized into seven types namely Extent, Location, Manner, Cause, Accompaniment, Matter and Role.

1.) Extent

Extent interprets the extent of the unfolding of the process in space-time. For example: *How far? How long? How many?* (measure units) and *how many times* (Salsabil, 2014).

Table 1.9 Extent of Circumstantial Elements

		Spatial	Temporal
Extent	Definite	Five miles	Five years
	Indefinite	A long time	A long way

2.) Location

Location interprets the location of the unfolding of the process in space time: the place where it unfolds or the time where it unfolds. The general interrogative of Location are *where?, when?*. For

example *by the window, long ago, before sunset, on Tuesday morning, among friends, between you and me* (Salsabil, 2014).

Table 1.10 Location of Circumstantial Elements

		Spatial	Temporal
Location	Definite	At school	At night
	Indefinite	Far	Soon

3.) Manner

The circumstantial elements of manner interpret the way in which the process is actualized. For example: *Means, Quality. Comparison, and Degree* (Salsabil, 2014).

4.) Cause

Cause expresses why. It divides into three sub-types which interpret the cause why the process is realised. For example: *why?* or *how?* (Salsabil, 2014).

5.) Accompaniment

Accompaniment expresses about with or without who or what and can be probed by *who* or *what else*. It is expressed by prepositional

phrases such as *with, without, besides,* and *instead of* (Salsabil, 2014).

6.) Matter

The matters expresses about *"what"* or *"what about?"* (Gerot & Wignell, 1994). It is related to mental process, especially the cognitive subtype, and verbal process since it is the circumstantial equivalent for the verbiage which is described, referred to, or narrated (Salsabil, 2014).

7.) Role

Role expresses about be and become (Gerot & Wignell, 1994). It has two categories named *Guise* and *Product. Guise* usually talks about *what as* and is probed by *as what?* For example, she lived a quiet life as a writer (Salsabil, 2014).